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ABSTRACT

This is the fourth annual listing of graduate theses and dissertations in English as a second language (ESL). The studies cited here were completed during the academic year 1978-79. The listing is intended to provide graduate students and others doing research in ESL and related fields with specific, comprehensive data on current graduate-level studies. Information was contributed by program directors, graduate advisers, and department chairpersons from the institutions in the United States and Canada that are known to have graduate programs in ESL. Each of the 125 entries provides the writer's name, thesis or dissertation title, degree earned, university, year degree was granted, name of thesis adviser, department or program, and writer's address. In addition, most entries include summaries of abstracts prepared by the writers. Entries are listed under 16 headings: adult education, bilingualism, contrastive studies, culture, curriculum, grammar, materials and methods, phonology, profession, psycholinguistics, reading, second dialect, sociolinguistics, testing, vocabulary/usage and writing. (Author/AMH)

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LANGUAGE IN EDUCATION: THEORY AND PRACTICE

27

Graduate Theses and Dissertations in English as a Second Language: 1978-79

Stephen Cooper

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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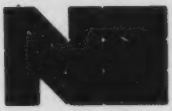

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LANGUAGE IN EDUCATION: THEORY AND PRACTICE

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PREFACE

This is the fourth annual compilation of data on graduate theses and dissertations in English as a second language. Most of the studies reported here were completed during the academic year 1978-79. A few from 1977, not included in previous listings, also appear. This project is intended to provide graduate students and others doing research in ESL, bilingual education, and related fields with specific data on contemporary graduate-level studies.

Program directors, thesis advisers, and department chairmen at institutions in the United States and Canada known to have graduate programs in ESL/BE were invited to submit information for this compilation. It should be noted that the majority of M.A. programs provide an alternative to a thesis requirement. This listing represents most of those programs that do generate theses and dissertations.

The studies represented here are organized under subject area headings similar to those used in the indices of the TESOL Quarterly. Categories are not mutually exclusive. Cross-listings appear at the end of some sections. Each entry provides the writer's name, thesis or dissertation title, degree earned, university, year degree was granted, name of thesis adviser, department or program, and--when available--the writer's address. Most entries include summaries of abstracts prepared by the writers of the studies. An author index and a first language/culture index are appended.

Users of this document who are interested in specific details of degree programs represented in this listing should consult Charles H. Blatchford, Directory of Teacher Preparation Programs in TESOL and Bilingual Education, 1978-1981 (Washington, D.C.: TESOL, 1979).

The compiler wishes to acknowledge the assistance of the many graduate program coordinators and others who provided the materials for this listing. Gratitude is also expressed to the ERIC Clearinghouse on Languages and Linguistics, the Center for Applied Linguistics, and the Department of Speech of Louisiana State University for their support of this project.

Stephen Cooper

ADULT EDUCATION

1. Mickelson, Edward. Language needs of immigrant women. M.Ed., Univ. of Alberta, 1978. Adviser: Douglas V. Parker, Dept. of Secondary Education. Writer's current address: 15305 76 Ave., Edmonton, Alberta, Canada T5R 3A2.

Many individuals who are involved in caring for New Canadians feel that women immigrants' language-learning needs are not being met in many instances. This study attempts to discover what those needs are and how best to deal with them. The mode of investigation includes: (1) interviews with immigrant women; (2) a review of some of the special projects that have been attempted or are still in progress; (3) an analysis of administrator responses to questionnaires; (4) a comparison of needs with existing programs. Recommendations are also included.

SEE ALSO: 14, 45, 57, 75, 80, 82, 85, 124

BILINGUALISM

2. Bétancourt, Mary E. Relative bilingualism and cognitive awareness of English loans in Puerto Rican Spanish. M.A., Univ. of Texas at Austin, 1978. Adviser: Rudolph Martín, Foreign Language Education Center. Writer's current address: Buzon 403, Barrio Islote, Arecibo, PR 00612.

This thesis reports on an experiment designed to determine whether Puerto Rican college students who are bilingual in varying degrees are significantly different in their ability to recognize and classify English loans in Puerto Rican Spanish. Analysis of the results shows that neither degree of bilingualism nor any other social variable studied was significant, which leads to the conclusion that stronger English and Spanish language programs need to be developed in Puerto Rico.

3. Guerrette, Linda M. Is the French language losing its struggle for maintenance: an investigation of language usage in two bilingual communities in Maine. M.A., Univ. of Hawaii, 1979. Adviser: Richard W. Schmidt, Dept. of ESL. Writer's current address: 143 Montello St., Lewiston, ME 04240.

Over the last four generations, the language patterns in Maine's bilingual Franco-American communities have undergone a tremendous shift, characterized by a widespread adoption of English and a decline of the ethnic language. The younger generations generally are unable or unwilling to use the French language and express negative attitudes toward the mother tongue. The status of the French language in Maine was studied in a three-part investigation of language dominance, the domains of language behavior, and the patterns of alternation between

English and French. It is concluded that the effort to assimilate the Franco-Americans into the mainstream of American life is leading to the apparently irreversible loss of the French language as a medium of communication.

4. Hicks, Elizabeth. Nahuatl-Spanish bilingualism and ethnic attitudes in different communities: a comparison. M.A., Univ. of Texas at Austin, 1979. Adviser: Bryan Stross, Foreign Language Education Center. Writer's current address: 304 East 33rd, Apt. 12, Austin, TX 78705.

In the isolated Mexican village of Los Parajes, the Nahuatl language is dying out, while in another, Chalma, it is thriving, in spite of the Indians' daily contact with the Spanish-speaking ethnic group. The explanation seems to be that Nahuatl appears to be serving as a language of ethnic solidarity in Chalma, due to the discrimination the Indians experience. This study recommends different types of educational programs for each community, as well as for a third, Nahuatl-dominant community, depending on whether the goal is maintenance of Nahuatl and Spanish or of Spanish only.

5. Treviño, Robert. Bilingual-bicultural education in the Corpus Christi Independent School District: a process evaluation. M.A., Univ. of Texas at Austin, 1979. Adviser, George Blanco, Foreign Language Education Center. Writer's current address: 800 Nancy Dr., Round Rock, TX 78664.

This study examines the current conditions and practices of bilingual-bicultural education in CCISD from the perspective of a process evaluation. It explores beyond achievement scores of children in the BBE program and probes the critical process features of management, instruction, parental/community involvement, and materials development/acquisition. Data on each of these components show graphically that federal and state laws do not, of themselves, ensure a quality BBE program--only effective implementation by the local school district can assure that.

SEE ALSO: 10, 68, 86, 93, 98, 101

CONTRASTIVE STUDIES

6. Baker, Lida R. The intelligibility of accented English. M.A., UCLA, 1979. Adviser: Clifford H. Prator, TESL Program, Dept. of English.

The purpose of this study was to assess the comparative intelligibility of the accents in English of an American and an Iranian. The following questions were investigated: (1) Would a group of Iranians understand English better when it was spoken by the American or by the Iranian? (2) Would there be a significant positive correlation between subjects' scores and (a) their proficiency levels, (b) the amount of time they had resided in the U.S., or (c) the amount of English they had studied before coming to the U.S.? (3) Would there be an interaction between subjects' scores and their proficiency levels?

A listening test was administered to 88 Iranian students of ESL. Half of the test was spoken by an American and the other half by an Iranian. Each half consisted of a sound discrimination subtest and a listening comprehension subtest.

Results of the experiment were only partly conclusive. Overall, subjects received slightly higher scores with the Iranian speaker, but the difference in scores was not significant. No significant correlation emerged between subjects' scores and the amount of English they had studied in Iran, nor was there a significant interaction between subjects' scores and proficiency levels. On the other hand, on several subtests there was a significant positive correlation between subjects' scores and the amount of time they had been living in the U.S., and there was also a significant positive correlation between subjects' levels of proficiency and their scores on all the subtests.

7. DeNeve, Carmen R. Linguistic stress difficulties of two Mexican-Spanish speakers. M.A., UCLA, 1979. Adviser: Clifford H. Prator, TESL Program, Dept. of English.

This study attempts to identify the effects of word stress in English and Spanish and tries to present some of the difficulties that a Spanish speaker might have in stressing words in English as a second language.

The research utilized two Mexican-Spanish speakers--an adult and a child--who were tape-recorded while reading 900 cognates of Latin origin in English. Error analysis of the 900 items suggests and confirms the hypotheses of linguistic interference and overgeneralization and provides a hierarchy of difficult endings in English word stress.

8. Hendershot, Jon A. The article system of English and Spanish. M.A., UCLA, 1978. Adviser: Marianne Celce-Murcia, TESL Program, Dept. of English.

This study seeks to provide a basis for writing materials for teaching English articles to Spanish speakers and for making contrastive analyses and error analyses with English articles and similar structures in other languages. It also provides a basis for future attempts to form significant generalizations about the English and Spanish article systems.

The meaning of definiteness in English and Spanish is explored; models or schemas are proposed that relate articles with semantic properties; and the schemas are contrasted to show which notional distinctions have different article forms.

9. Toki, Suekatsu. A contrastive study of negation in English and Japanese. M.A., Univ. of Florida, 1978. Adviser: Jayne C. Harder, Dept. of Linguistics.

SEE ALSO: 25, 27, 58, 116

CULTURE

10. Bourenane, Karima. Linguistic biculturalism in Algeria: its effects on third language acquisition. M.A., Univ. of Texas at

Austin, 1979. Adviser: Anna Chamot, Foreign Language Education Center. Writer's current address: 1628-M West 6th St., Austin, TX 78703.

11. Boyce, William R. Perceiving emotions of Americans by advanced non-native speakers of English. M.A., Univ. of Hawaii, 1978. Adviser: Kenneth Jackson, Dept. of ESL. Writer's current address: 37 Appleton St., Melrose, ME 02176.

This paper was designed to preview nonverbal behavior, focusing on the vocalic communication of emotions. Four actors, native speakers of American English, each expressed five emotional meanings using a constant test passage. These affect displays were presented first on a cassette recording and then on a television recording to two groups of college students. The first group consisted of 39 foreign students, non-native speakers of English. The second group consisted of 18 American university students, all native speakers of English. The foreign students and the American group both identified (above a chance level) all the displays; however, the American group was able to identify with greater accuracy than non-native speakers the affect displays of native speakers of English when presented with a vocal-only stimulus.

The study suggests future research related to the communication of emotional meanings and nonverbal behavior and discusses implications for ESL.

12. Cymerman, Halina. Culture shock as it affects Puerto Rican students and their teachers in New York City public schools. M.A., Hunter College, CUNY, 1979. Adviser: Nancy Frankfort, Dept. of Curriculum and Teaching, TESL Program. Writer's current address: 150 Ocean Parkway, Brooklyn, NY 11230.

13. Eldredge, Deborah. Multilingual/multicultural education: a Montessori perspective. M.A., Univ. of Texas at Austin, 1978. Adviser: Theodore Andersson, Foreign Language Education Center. Writer's current address: Box 544, Falmouth, MA 02541.

This thesis attempts to establish cultural pluralism as a societal goal for multilingual/multicultural education, and to identify an educational approach consistent with this goal. The Montessori perspective on multilingual/multicultural education in a culturally pluralistic society is investigated; and language, culture, literacy, and teacher-child relationships are examined from this perspective. It is concluded that the Montessori approach and recent findings from investigations into child learning hold major implications for a reconsideration of the practices and principles of general education. Early childhood education must be re-examined as to its potential significance and impact upon multilingual education, and many current practices must be re-evaluated in light of recent findings in and theories of childhood and child learning.

14. Munro, Constance L. The hidden curriculum: non-linguistic aspects of teaching and learning English as a second language. M.A., Hunter College, CUNY, 1978. Adviser: Nancy Frankfort, Dept. of Curriculum and Teaching, TESL Program. Writer's current address: 319 West 76th St., New York, NY 10023.

Every ESL teacher should be aware of the impact of the nonlinguistic elements of the classroom and materials on the learner's self-concept, motivation, and aspirations. An analysis of some popular ESL texts reveals nonlinguistic content that is not useful and, in some cases, even harmful to the ESL adult. The sensitivities and needs of the ESL adult learner are no less acute than those of children, and culture is one of the most vulnerable and most often neglected areas of their education. There are many ways in which an ESL teacher can use the cultures of both the students and the United States to make the process of learning ESL and adapting to life in the U.S. a rewarding and pleasurable experience.

15. Parrish, Ronald W. A study of foreign student involvement in a production of West Side Story. M.A., Univ. of Hawaii, 1979. Adviser: Charles H. Blatchford, Dept. of ESL. Writer's current address: P.O. Box 23326, Honolulu, HI 96822.

This thesis reports on a study of foreign student reactions to and evaluations of their involvement in learning English through the drama, West Side Story.

The writer describes the procedures that were used to elicit student opinion and summarizes the findings, which indicated not only the students' feelings about being involved in a production but also their perceptions of how this experience contributed to intercultural awareness and their learning English as a second language.

16. Zarember, Moises. The process of acculturation in an individualized program of ESL for beginners. M.A., Hunter College, CUNY, 1979. Adviser: Nancy Frankfort, Dept. of Curriculum and Teaching, TESL Program. Writer's current address: 2958 West 8th St., #19K, Brooklyn, NY 11224.

SEE ALSO: 61, 118

CURRICULUM

17. Cheng, Ellen A. Teaching English as a second language in Chinese colleges. M.A., Univ. of Texas at Austin, 1978. Adviser: John Bordie, Foreign Language Education Center. Writer's current address: 5, 2nd Fl. Lane 80, Chei-Yun 1 Rd., Sect. 1, Peinteu, Taipei, Taiwan.

18. Chih, Chung-ping. Teaching English as a second language in Taiwan--post World War II to the present. M.A., California State Univ., Fresno, 1978. Adviser: George Raney, Linguistics Dept. Writer's current address: 1, Alley 62, Lane 76, Nei-hu Rd., Sect. 2, Taipei, Taiwan.

19. Geisler, James W. The development of the English departments of four African universities. M.A., UCLA, 1979. Adviser: John F. Povey, TESL Program, Dept. of English.

This study examines the history and goals of the English depart-

ments of four African universities: Nairobi, Ife, Algiers, and Abidjan.

20. Giesecke, William B. English education in Japan: an historical overview. M.A., Univ. of Texas at Austin, 1978. Adviser: Anna Chamot, Foreign Language Education Center. Writer's current address: 1809-A West 36th, Austin, TX 78731.

21. Pierson, Herbert D. Error analysis as a basis for developing curriculum in English as a second language. Ed.D., SUNY at Albany, 1977. Adviser: John Ether, Curriculum and Instruction.

22. Schmidt, Ritajean. Business English for ESL students: a curriculum guide. M.A., Hunter College, CUNY, 1979. Adviser: Nancy Frankfort, Dept. of Curriculum and Teaching, TESL Program. Writer's current address: 86-07 Union Tpke., Glendale, NY 11227.

"Business English" can provide a link between the language of academia and that of the international community. The goal of such a course would be twofold: a career-oriented course would not only develop the students' self-esteem, but would increase their job potential. "Business English" would include such topics as business writing, career education, the development of the listening and speaking skills through the use of teletraining phones, and the development of the ability to read for content through the use of periodicals and newspapers.

23. Wagner, Paul. English language teaching in the German Democratic Republic. M.A., Univ. of Texas at Austin, 1979. Adviser: David DeCamp, Foreign Language Education Center. Writer's current address: 2710 Nueces, Austin, TX 78705.

SEE ALSO: 13, 36, 53, 63

GRAMMAR

24. Bergsnev, Linda M. An investigation of function as a factor in error analysis: the simple present and the present progressive. M.A., UCLA, 1978. Adviser: Russell N. Campbell, TESL Program, Dept. of English.

The simple present/present progressive verb forms interact with contexts to produce various meanings and nuances. The present study tests whether students find some of the functions (usages) easier to recognize and/or use correctly. While the study does not attempt to discover how students perceive the various nuances that may be communicated by particular choice of structure, it does attempt to ascertain the contexts in which students perceive them as grammatical, and which contexts and usages they have difficulties with. Observations are made as to what influences and mechanisms seem to give students trouble.

The implications of this study extend both into the area of language acquisition research, and into the more pragmatic areas con-

cerned with diagnostic error analysis and teaching methodologies. Having shown that there are separate functions for a form or structure, and that students exhibit different degrees of competency with them, it is clear that we can no longer lump these functions together in analyzing how students use them.

25. Butoyi, Cheryl A. The accuracy order of sentential complements by ESL learners. M.A., UCLA, 1978. Adviser: Diane Larsen-Freeman, TESL Program, Dept. of English.

A cross-sectional study was undertaken in order to determine whether there was an accuracy order of English sentential complements common across adult native speakers of Spanish, Persian, and Japanese. A written multiple choice and translation test was administered to 169 ESL students at the University of California at Los Angeles to test six complement constructions in post-verbal position. It was found that the that-clause construction was the most variable in its rank order position.

Of interest in this study was the determination of the extent to which the native language influenced the accuracy with which the structures were produced. Contrastive analyses were conducted in an attempt to predict and/or explain the derived orders. The degree of similarity across the accuracy orders suggests that native language background has little to do with the accuracy with which the various structures were produced. Among other possible determinants of the common accuracy order, frequency of occurrence in native English speaker speech was the only viable explanation. Avoidance did not appear to play a significant role in the translation task.

26. Campbell, Cherry C. Ellipsis of do and did in inverted yes/no questions by native and non-native speakers. M.A., UCLA, 1978. Adviser: Jose Galvan, TESL Program, Dept. of English.

Results of an analysis of responses to elliptical stimulus questions showed that (1) native speakers produced significantly more nonelliptical questions than intermediate and advanced non-native speakers; (2) a two-way interaction for the native speaker subjects was found involving verb tense and native speakers' consciousness of eliding do-support in yes/no questions in their colloquial speech; and (3) a three-way interaction across all subjects occurred involving verb type, verb tense, and whether the subjects memorized their responses to the test instrument.

27. Chan, Linda M. Insights into articles: a typological study of definiteness/indefiniteness. M.A., UCLA, 1978. Adviser: Marianne Celce-Murcia, TESL Program, Dept. of English.

The author of the present study focuses on the concept of "determination" corresponding to the definite/indefinite usage of the English articles the and a--one of the five areas most problematic in the teaching of English as a second language. The approach used is a typological one; the determination systems of seven different languages (including English) were studied using seven basic survey questions.

As a result of this typological study, several trends of both a semantic and syntactic nature surfaced. These generalizations in turn became the basis for formulating a pedagogical strategy for teaching

the nongeneric usage of English the and a that approaches determination from a perspective or commonality rather than as a complicated and random set of rules idiosyncratic to English.

28. Helz, William D. Of time and tense: an analysis of the English verb tense system for the ESL teacher. M.A.T., School for International Training, 1979. Adviser: Alex Silverman, M.A.T. Program. Writer's current address: 4907 Kirby Rd., Bethesda, MD 20034.

29. Hwang, Myong O. A semantic and syntactic analysis of if-conditional. M.A., UCLA, 1979. Adviser: S. Robert Greenberg, TESL Program, Dept. of English.

This investigation provided the following information: (1) There are in progress some linguistic changes in the use of conditionals: (a) the subjunctive use of "were" is being replaced by "was" in the speech of the younger generations and less educated persons; (b) the past forms of modals are used in the main clause of simple future conditionals as markers of lesser degrees of assurance; (c) the past perfect tense in the if-clause of counterfactual conditionals is being replaced by the past tense or "would (could) + have + EN." (2) Intermediate level ESL students are not familiar with the general usage of conditionals, particularly with the imaginative conditional and negative conditionals, whereas advanced ESL students have native-like mastery of grammatical forms of the traditional uses of conditionals but have difficulty understanding the semantics of imaginative and negative conditionals. (3) Most ESL texts do not address the ESL learners' needs in terms of using and understanding conditional sentences. ESL texts need to be updated to incorporate the above-mentioned linguistic changes.

30. Kanchanawan, Nitaya. Expression for time in the Thai verb and its applications to Thai-English. Ph.D., Univ. of Texas at Austin, 1978. Adviser: W. Lehmann, Foreign Language Education Center. Writer's current address: 2/1 Sukhothai Soi 3, Bangkok 3, Thailand.

This study analyzes time expression in the Thai verb and applies it to Thai-English machine translation. Syntactic and semantic arguments are used to demonstrate that time in Thai may be overt or covert. On the basis of the combinations of time phrases, time markers, aspect markers, verb types, and contexts, 15 structures are posited for Thai, expressing 15 tenses. A parser developed by Simmons and Chester accepts as input Thai sentences in transliterated forms and grammar rules written from linguistic analysis of time expression. The output is case predicate representation with English word senses, including syntactic and semantic relations. This output is expected to be the input to a generator that produces English or any other target language from case predicate representation.

31. O'Toole, Dennis M. Syntactic bases of pre-nominal -ing modifiers: application to teaching English as a second language. M.A., Univ. of Florida, 1978. Adviser: Jayne C. Harder, Dept. of Linguistics. Writer's current address: TOEFL Program Office,

Educational Testing Service, Princeton, NJ 08540.

This thesis is based on a study that was conducted to determine how ESL students interpret V-ing + N compounds, what errors are commonly made, and what exercises could be developed to help students correctly interpret noun compounds. The results clearly demonstrate that non-native speakers do have problems with these compounds. Students at a low level of proficiency overgeneralized and incorrectly applied identical grammatical structures to produce interpretations. Students at a high level of proficiency, however, had little difficulty.

32. Schalit, Marilynn C. Tense usage in American English reported speech. M.A., UCLA, 1979. Adviser: Earl J. Rand, TESL Program, Dept. of English.

This thesis tests several hypotheses regarding instances in which original tense retention (OTR) is more common or as common as backshifting in embedded clauses of reported speech sentences whose main verbs are in the past tense. OTR means that the tense used in the original utterance is retained in the reported version. Backshifting means that the tense of the original utterance is shifted one tense back in time in order to be tense subordinated to the main verb.

Data was gathered from native and non-native speakers of English who completed usage measures. Results include the following: OTR is almost as commonly produced by native speakers as backshifting in the environments tested. OTR is most common (1) when there is more than one embedded clause after the main clause; (2) when an adverb of current relevancy such as now is utilized within the embedded clause; (3) when an adverb denoting habituality such as always is used within the embedded clause; (4) when a generic noun, such as people, is the subject of the embedded clause; (5) when an utterance containing a nonmodal verb is immediately repeated; (6) when the context is informal; and (7) when the report rather than written. It was also noticed that non-native subjects backshifted more frequently than native subjects.

33. Secord, Maureen A. A categorization of transitional expressions in English. M.A., UCLA, 1978. Adviser: Marianne Celce-Murcia, TESL Program, Dept. of English.

The main purpose of this study is to consolidate and systematize fragmented information in reference grammars in order to isolate general semantic categories, specific logical relationships, and corresponding transitional expressions. These linguistic findings are presented in diagrams incorporating considerations of syntax and register. The "additive" category deals with the notions of addition, exemplification, reference, and similarity; the "adversative" category contains subcategories of conflict, contrast, concession, dismissal, and replacement; the "causal" category includes cause/reason, effect/result, purpose, and condition; the "sequential" category treats chronological and logical sequence, digression, resumption, and summation.

The thesis concludes with pedagogical applications, general guidelines for inclusion of transitional expressions into an ESL curriculum, and recommendations for further research.

34. Stryffeler, Joseph D. Foreign students' use of modal auxiliaries in English. M.A., Univ. of Florida, 1978. Adviser: Jayne C. Harder, Dept. of Linguistics. Writer's current address: English Dept., Universidad de Puerto Rico, Mayaguez, PR 00708.

This thesis is based on a study that was conducted to determine what modals, if any, were used spontaneously by a sample of ESL students and to determine what errors were commonly made and what avoidance tactics were used. The results show that non-native learners do have production problems with the English modal auxiliaries. Students participating in this study had the most problems with may/might meaning "probability." The modal causing the fewest problems was should in its meaning of neglected past time duty. The study also demonstrated that the majority of avoidance tactics produced incorrect utterances.

35. Tomiyana, Machiko. Grammatical errors and communication breakdown. M.A., UCLA, 1977. Adviser: Russell N. Campbell, TESL Program, Dept. of English.

This study investigated the relationship between grammatical errors and communication breakdown. Communication breakdown was measured by examining native speakers' ability to correct grammatical errors in a written text on the assumption that communication breakdown exists to a certain degree if a native speaker cannot correct the error, or the correction distorts the information intended to be conveyed by the writer.

Two grammatical items, i.e., articles (local feature) and connectors (global feature); three types of errors, i.e., omission, insertion, and wrong choice; and two passages were the variables examined in the experiment. The subjects corrected the texts which were mutilated in one of six ways: (1) omission of articles, (2) omission of connectors, (3) insertion of articles, (4) insertion of connectors, (5) wrong choice of articles, and (6) wrong choice of connectors, for one of two different passages.

The analysis of variance results indicated that mutilation of articles was easier to correct (and hence crucial to written communication) than connectors for omission and wrong choice-type errors, but not for insertion-type.

SEE ALSO: 8, 9, 80, 82, 84, 85, 115

MATERIALS AND METHODS

36. Aiman, Mamun R. Some interesting places in New York City: a reading curriculum for ESL students. M.A., Hunter College, CUNY, 1979. Adviser: Nancy Frankfort, Dept. of Curriculum and Teaching, TESL Program. Writer's current address: 285 Avenue C, #M.E.; New York, NY 10009.

In addition to teaching reading comprehension, main ideas, and vocabulary, these stories are aimed at increasing the reader's knowledge and awareness of life in New York City. A glossary is given at the end that can be used for a variety of purposes. Each story is

accompanied by photographs taken by the author and can be used for motivation, writing/speech exercises, and other types of activities.

37. Amiri, Parkhideh. Aristotelian rhetoric for teaching English persuasive themes to Iranian college students. Ph.D. Univ. of Texas at Austin, 1979. Adviser: James Kinneavy, Foreign Language Education Center. Writer's current address: 8610 Melshire Dr., Austin, TX 78757.

Because the Aristotelian rhetorical system is found in the Western world and in the Arabic and Persian cultures, it is used as one component of the teaching system. The second component of the system is derived from an analysis of current Persian persuasive themes in the areas of legal, political, ceremonial, and religious speeches as well as in advertising.

38. Architzel, Anne. Teaching idioms of American English through the use of popular songs and lyrics. M.A., Hunter College, CUNY, 1979. Adviser: Nancy Frankfort, Dept. of Curriculum and Teaching, TESL Program. Writer's current address: 33-21 146 St., Flushing, NY 11354.

In her research into the use of songs and related media in the ESL classroom, the writer explores past experiences of educators with such supplementary audiovisual materials as television commercial jingles, adapted folk songs, and traditional ballads. Her own experimentation with popular songs and lyrics in the ESL environment is discussed, and possible language-learning activities such as fill-in drills, dialogues, and comprehension exercises are presented.

39. Blass, Laurie. Kinesic theory and its application to the teaching of English as a second language. M.A., Univ. of Pittsburgh, 1978. Adviser: Sarah G. Thomason, Dept. of General Linguistics.

40. Bloom, Grace E. Cartoons and comic strips in the ESL classroom. M.A., Hunter College, CUNY, 1979. Adviser: Nancy Frankfort, Dept. of Curriculum and Teaching, TESL Program. Writer's current address: 85-10 125th St., Kew Gardens, NY 11415.

The author illustrates, through a literature review and through specific lessons, the various instructional uses that cartoons and comic strips lend themselves to. Cartoons and comic strips can be applied to the following: structure, reading, vocabulary development, listening comprehension, culture, and writing. Examples of specific cartoons and strips used to teach different skills are presented.

41. Bradley, Keh-pin L. Using media for teaching English as a foreign language. M.A., Univ. of Texas at Austin, 1978. Adviser: Anna Chamot, Foreign Language Education Center. Writer's current address: 2501 Lake Austin Blvd., Colorado Apts. F-109, Austin, TX 78703.

42. Chalaysap, Aree. Techniques of teaching comprehension of a sentence, a paragraph, and a longer unit in TESOL. M.A., Univ. of Texas at Austin, 1978. Adviser: Tom Horn, Foreign Language Education Center. Writer's current address: 700/16 Nikhom Makkasan Rd., Payatai, Bangkok 4, Thailand.

43. Clement, Margaret L. A handful of English: an inventory of typical American gestures. M.A.T., School for International Training, 1978. Adviser: Alex Silverman, M.A.T. Program. Writer's current address: American Language Academy, Northfield/Mount Hermon School, Northfield, MA 01360.

A collection and description of some 50 typical North American gestures, with photographs and commentary on each. In addition, there is a discussion of nonverbal communication, a section on the importance of using gestures in the ESL classroom, and pointers on how to use them effectively. Finally, the project includes ESL classroom applications, including sample dialogues and techniques.

44. Dutton, Susan. A selected, annotated bibliography of resources and materials for teaching English pronunciation to students of EFL-ESL. M.A., Univ. of Texas at Austin, 1979. Adviser: Thomas O'Hare, Foreign Language Education Center. Writer's current address: 1128 West Hopkins, San Marcos, TX 78666.

45. Gaskill, William H. Correction of adult native speaker--non-native speaker conversation. M.A., UCLA, 1977. Adviser: Diane E. Larsen-Freeman, TESL Program, Dept. of English.

This thesis analyzes corrections in conversations involving one adult Iranian non-native speaker of English and six adult native speakers of English. The transcripts of the conversations are included in the study.

The analysis suggests that the other-corrections generally parallel those described by Schegloff, Jefferson, and Sacks in native speaker conversation. Other-corrections were often modulated to display uncertainty; that is, they were done as questions so that the correction was proffered for acceptance or rejection rather than asserted. Some evidence suggested that other-corrections of substandard forms of English may be done as restatements that may be modulated in the form of affirmations suggesting agreement with that which was said rather than overt correction. When unmodulated other-corrections were found, i.e., in the format "No + correction," they occurred in special environments, relative to a previous utterance, which tended to elicit the correction. Instances of "No + correction" also were found where disagreement was a major issue.

46. Hendricks, Nancy R. Nursery rhymes and songs for teaching English as a second language to children. M.A.T., School for International Training, 1979. Adviser: Alex Silverman, M.A.T. Program. Writer's current address: 1505 East First St., Bloomington, IN 47401.

47. Herschenhorn, Suzanne. A rationale and suggested schema with a tape program for teaching listening comprehension in the English as second or foreign language classroom using "live" language. M.A., UCLA, 1979. Adviser: Clifford H. Prator, TESL Program, Dept. of English.

These materials have been prepared to help bridge the gap between the type of language an ESL/EFL student generally learns to listen to in the classroom and the real language he or she will hear when listening to native speakers engaged in an informal conversation.

The materials include a Teacher's Guide, lesson plans, and related tapes. The tapes consist of 32 "live" conversations of educated native American speakers in unrehearsed, typical situations where natural language--with its pauses and fillers, false starts, idioms, intonation patterns with emotional overtones, sandhi-variations, and so forth--is reflected. The conversations have been selected for use based on the following criteria: the typicalness of the situation, variety of speakers (including different regional backgrounds), variety of register, examples of sandhi-variation, range and interest of subjects, amount of difficulty factors (from semantics to syntax; from memory span to masking), and brevity (to reduce memory load).

48. Iacono, William N. Improving the oral language performance of ESL students through field trips. M.A., Hunter College, CUNY, 1979. Adviser: Nancy Frankfort, Dept. of Curriculum and Teaching, TESL Program. Writer's current address: 2368 East 24th St., Brooklyn, NY 11229.

49. Jennings, Jan. Using seasonal illustrative art in teaching English. M.A., Univ. of Texas at Austin, 1979. Adviser: Mark Seng, Foreign Language Education Center. Writer's current address: 397F Deep Eddy Apts., Lake Austin Blvd., Austin, TX 78703.

50. Liebson, Rita. Using media in ESL. M.A., Hunter College, CUNY, 1979. Adviser: Nancy Frankfort, Dept. of Curriculum and Teaching, TESL Program. Writer's current address: 2402 Avenue P, Brooklyn, NY 11229.

The curriculum proposed in this study includes lessons based upon popular songs, newspaper columns, magazine ads, and TV commercials. Researchers have found that many specific skills can be learned from different types of media creations. Pronunciation, rhythm and stress, structures and syntax can be learned from songs, language puns and vocabulary from advertising, and many sociocultural aspects of American society from the daily newspaper. This study demonstrates how all forms of media provide the social context needed by ESL learners to understand the nuances of the English language so that they may quickly develop the communicative competence they seek.

51. McDougal, Marianne. Error treatment in a foreign language classroom. M.A., California State Univ., Fresno, 1978. Adviser: Jerry Hopkins, Linguistics Dept. Writer's current address: 645 N. Barstow, Apt. 204, Clovis, CA 93612.

52. McNulty, Margaret P. Telephone exercises for ESL students. M.A.T., School for International Training, 1979. Adviser: Elizabeth Tannenbaum, M.A.T. Program. Writer's current address: Apt. 5C, 839 West End Ave., New York, NY 10025.

This paper presents a series of materials and exercises on telephone conversations for ESL students. The focus is on the ESL student as a listener, as well as a speaker. The premise is that while many students can get their own ideas across, they may often have trouble understanding the reply from the native speaker because they don't have the necessary exposure to the range of expected

responses. The materials presented are therefore designed to give students practice in both listening and speaking. Materials include dialogues, phrase lists, half-completed scripts, pronunciation and intonation exercises, and exercises in nonverbal communication. The author discusses why these materials were developed, and how to use them to meet the needs of specific types of classes.

53. Siripol, Kantatip. Improving technical English instruction in Thai universities: problems and procedures. Ph.D., Univ. of Texas at Austin, 1979. Adviser: Ian Hancock, Foreign Language Education Center. Writer's current address: 383-D Deep Eddy, Austin, TX 78703.

Questionnaires sent to Thai engineering students and to teachers of technical English revealed that in reading technical texts, students meet with many linguistic factors that hinder their full comprehension. Apart from that, some extralinguistic factors also limit the success of technical English instruction. The rhetorical approach is recommended for teaching reading comprehension of technical texts. Various exercises and techniques of how to teach the features in this approach are discussed. Ways of improving students' motivation in the course are suggested. An outline design of a technical English syllabus is presented.

54. Skierso, Alexandra. An evaluation of the suitability of the major seventh-grade EFL textbooks used in Israel. M.A., UCLA, 1979. Adviser: Clifford H. Prator, TESL Program, Dept. of English.

In addition to the textbook evaluations (English for Speakers of Hebrew, English for Speakers of Hebrew: Step by Step, NETA's English Is Fun, and English by Television), this thesis includes (1) an overview of the language situation in Israel, the current English-language needs of Israeli youth, and the English curriculum; (2) a review of the literature on the selection or evaluation of foreign language textbooks; and (3) the set of criteria used to evaluate the textbooks and their corresponding teacher's manuals.

The evaluations revealed that the texts match (1) the needs and interests of the intended audience, (2) the aims and objectives set by the Ministry of Education and Culture in the course syllabus, and (3) the generally accepted criteria for the selection of a good foreign language textbook.

55. Wang, Yun-chien. Listening comprehension skills for TEFL in Taiwan. M.A., Univ. of Texas at Austin, 1979. Adviser: Anna Chamot, Foreign Language Education Center. Writer's current address: 1502 Rutland Dr., Austin, TX 78758.

56. Zakai, Tina. The teaching of English to Italian-speaking children in the elementary school. M.A., Hunter College, CUNY, 1979. Adviser: Nancy Frankfort, Dept. of Curriculum and Teaching, TESL Program. Writer's current address: 427-1 Willow Rd. East, Staten Island, NY 10314.

SEE ALSO: 5, 15, 22, 27, 38, 73, 74, 75, 114, 119

PHONOLOGY

57. MacDonald, Marguerite G. An experimental study of the English pronunciation of adult Puerto Rican speakers. M.A., Univ. of Florida, 1978. Adviser: Jayne C. Harder, Dept. of Linguistics. Writer's current address: 919 North East 6th Ave., Gainesville, FL 32601.

Data compiled from an analysis of the results of an experiment to establish the competency of 40 young adult Puerto Ricans were used to discover whether a hierarchy of difficulty exists for the acquisition of the Standard American English sounds described in this study. No overall hierarchy existed, and only two limited hierarchies could be found.

58. Reed, Christian. Phonological difficulties encountered by native German speakers learning American English. M.A., Univ. of Texas at Austin, 1978. Adviser: Thomas O'Hare, Foreign Language Education Center. Writer's current address: One Concord Place, Gulfport, MS 39501.

59. Reich, Bonnie B. The influence of Cree language background on the perception of English consonant phonemes in first grade children. M.Ed., Univ. of Alberta, 1978. Adviser: Douglas V. Parker, Dept. of Elementary Education.

This study compared auditory discrimination of Cree-influenced grade one students with native speakers of English at the same grade level. Test items were used based on previous instruments and on additional items determined by contrastive analysis. Two-way analysis of variance of phonological categories and sub-categories indicated that the Cree-influenced children fared significantly poorer in discrimination. However, although they made more mistakes, the pattern of their performance paralleled that of the native speakers of English in 12 of 17 categories, which suggests that with further oral language experience, the gap between the two groups could be decreased.

SEE ALSO: 7, 44

PROFESSION

60. Becker, Helene E. ESL teacher training: a fifteen hour introductory course in TESL methodology. M.A.T., School for International Training, 1979. Adviser: Michael Jerald, M.A.T. Program. Writer's current address: 1065 Capitol Ave., Hartford, CT 06106.

61. Black, Alan J. A rationale for including a course in culture in an ESL teacher-training program. M.A., UCLA, 1978. Adviser: Jose L. Galvan, TESL Program, Dept. of English.

The findings of this investigation led to the following recommendations concerning the content of a course in culture for ESL teachers. It is proposed that such a course (1) include activities that are both experiential and academic in nature; (2) be oriented toward reaching an understanding of culture and cultures in general rather than toward presenting facts about any one specific culture; and (3) cover three general content areas, including awareness of cultural diversity, language attitudes, and culture in the classroom.

62. Franklin, Philip. A preservice practical course in TESOL. M.A., Univ. of Texas at Austin, 1978. Adviser: John Bordie, Foreign Language Education Center. Writer's current address: 204B East 30th St., Austin, TX 78705.

63. Markee, Numa P. The case for an ESP component in university ESL teacher education programmes. M.A., UCLA, 1979. Adviser: Russell N. Campbell, TESL Program, Dept. of English.

This thesis ascertains (1) what the rationale for the inclusion of an English for Specific Purposes component in university English as a second language teacher education programmes is, and (2) what the main topics of discussion in such a component would be.

On the basis of a review of the literature and a survey of selected American, British, and Canadian institutions, the following recommendations are made: (1) a discrete course in ESP should be organized at UCLA and other similar institutions. Seven main topics are identified as providing an organisational focus for the course. (2) The ESP course should be integrated into the overall framework of courses at UCLA by including ESP activities in certain courses already offered by the TESL/Applied Linguistics Department. (3) The ESP course should be linked to functioning ESP programmes such as, in the case of UCLA, the proposed China and Monterrey, Mexico projects. (4) The TESL/Applied Linguistics Department should seek to recruit students particularly interested in ESP and who are willing to work on the proposed China and Mexico projects.

64. Salera, Carol A. A needs assessment for in-service training of secondary school ESL teachers. M.A., UCLA, 1979. Adviser: Frances B. Hinofotis, TESL Program, Dept. of English.

The findings of a questionnaire distributed to 129 secondary school ESL teachers of the Los Angeles Unified School District are described in detail. Suggestions put forth by TESOL for the preparation and certification of ESL teachers, and the topics for M.A. in TESL students recommended by college and university TESL faculties are discussed in relation to the areas of knowledge identified as important by the Los Angeles ESL teachers. Suggestions are made for the design and general content of inservice programs for secondary school ESL teachers.

65. Telatnik, Mary A. The intensive journal as a self-evaluative instrument for the ESL teacher. M.A., UCLA, 1977. Adviser: Jose L. Galvan, TESL Program, Dept. of English.

The study was undertaken in order to demonstrate that a journal technique that develops personal self-awareness can be utilized as an

instrument for teacher improvement through self-evaluation. The writer used Progroff's intensive journal technique in order to record her teaching activities during a ten-week, intermediate ESL course at UCLA.

As a result of reviewing the journal in relation to the foreign language teacher-training literature, four general conclusions concerning successful language teaching are reported: (1) Lessons are more purposeful when teachers develop their own personal philosophy of education based on their training and experience. (2) Student-centered activities are most effective when learners become actively involved in lessons that draw on their experiences and needs. (3) Teachers cannot accept the individuality of their students until they are aware of their own needs and goals. Through journal keeping, teachers have the opportunity to record their reactions, attitudes, and feelings and thereby learn to accept their own strengths and weaknesses. (4) The journal technique enhances outside evaluation.

PSYCHOLINGUISTICS

66. Call, Mary E. On the relationship between auditory short term memory and listening comprehension in a foreign language. Ph.D., Univ. of Pittsburgh, 1979. Adviser: Thomas Scovel, Dept. of General Linguistics. Writer's current address: 76 Fischer Ave., Pittsburgh, PA 15223.

This study examines the unique contributions of five independent variables--running memory, syntactic memory, lexical memory, semi-lexical memory, and tonal memory--to an explanation of the variance in the scores of 41 students of English on the listening comprehension section of the Michigan Test of English Language Proficiency. The first four variables were measured by experimenter-designed tests, while the fifth was measured by the tonal memory subtest of the Seashore Measures of Musical Talents. A multiple regression analysis showed that 47 percent of the variation in listening scores could be explained by all five variables, with syntactic and tonal memory taken together explaining 46 percent.

67. Eng, Maria. The process of thinking in a second language. M.A., Hunter College, CUNY, 1979. Adviser: Nancy Frankfort, Dept. of Curriculum and Teaching, TESL Program. Writer's current address: c/o Jeanne Marie Gardens, Apt. 16-H, James Dr., Nanuet, NY 10954.

The author attempts to establish the mental processes and the learning factors that are essential to the acquisition of a functional system of speech in the foreign language. She stresses the importance of "thinking" in a second language in order to achieve fluency. Classroom activities designed to help the adult learner in the difficult task of articulating in the new language are presented.

68. Kappner, Christhart H. Simultaneous interpretation by children: a psycholinguistic experiment. M.A., UCLA, 1978. Adviser: John H. Schumann, TESL Program, Dept. of English.

This thesis describes an experiment in simultaneous interpretation

that used six bilingual (German/English) children as its subjects, ranging in age from 9½ to 15 years.

The analysis of the children's translation of a simple German story showed that the "accuracy" of their translations tended to increase with their age, bilingual ability, and the amount of German spoken at home. Further, all children experienced greater difficulties in translating passages with verb-last segments, which resulted in consistent increases in the ear-voice spans.

READING

69. D'Angelo, Alphonse. A development of reading readiness activities for the ESL child. M.A., Hunter College, CUNY, 1979. Adviser: Nancy Frankfort, Dept. of Curriculum and Teaching, TESL Program. Writer's current address: 377 Ridgewood Ave., Brooklyn, NY 11208.

The author examined seven programs identified as having achieved success in the development of instructional strategies and materials for teaching reading to beginning ESL learners. Some of these materials and techniques are analyzed and offered for possible adoption and further development.

70. Deemer, Holly. The transfer of reading skills from first to second language: a report on an experiment with Spanish speakers learning English. M.A., Univ. of Pittsburgh, 1978. Adviser: Thomas Scovel, Dept. of General Linguistics. Writer's current address: Nishi-Okubo, 2-Chome, 230, Shinjuku-Ku, Tokyo, Japan.

Based on reading theory and prior research in first and second language reading skills, it is hypothesized that second language reading ability is influenced by native language reading skills. An experiment is described in which the reading skills in Spanish and English of three groups of Spanish speakers learning English are compared. It is shown that the highest English proficiency group had a strong significant correlation between reading skills in the two languages, the middle group had a slight correlation, and the beginners no correlation.

71. Foldes, Veronica. Teaching the reading of English to disadvantaged Israeli youth with a history of reading problems. M.A., Hunter College, CUNY, 1979. Adviser: Nancy Frankfort, Dept. of Curriculum and Teaching, TESL Program. Writer's current address: c/o Judy Gold, 103-26 68th Ave., Forest Hills, NY 11375.

72. Hudson, Thomas D. The effects of systematic pre-reading activities on reading comprehension and student attitude. M.A., UCLA, 1978. Advisers: Frances Hinofotis and John H. Schumann, TESL Program, Dept. of English.

This study treats ESL reading difficulties as they relate to the student's prior knowledge or lack of prior knowledge of reading passage content and the world. It examines selected current reading texts to determine the extent to which they reflect the theories of information processing in reading and discusses the construction and

results of a reading experiment on 93 college bound non-native speakers of English.

The results of the study indicate that: (1) materials that relate to prior knowledge and include focus activities produce significantly higher reading comprehension scores at the beginning and intermediate proficiency levels than other methods; (2) effectiveness of instructional method differs at different levels of proficiency; and (3) focus materials are rated higher on student evaluations than materials that do not include such activities.

73. Lauer, Linda B. Reading readiness and the English as a second language student in the early elementary grades. M.A., Hunter College, CUNY, 1978. Adviser: Nancy Frankfort, Dept. of Curriculum and Teaching, TESL Program. Writer's current address: 724 E. 27th St., Brooklyn, NY 11210.

Children at different educational levels (preliterate, literate, and functionally illiterate) and from various backgrounds are shown to need different approaches and activities in order to develop the skills that are necessary for success in reading. Readiness activities in auditory and visual discrimination, listening comprehension, oral language development, and alphabet learning have been developed to help guide teachers who have students for whom English is a second language.

74. Lussky, Paul E. Utilizing the language laboratory to improve the reading comprehension of students of English as a foreign language. M.A., Univ. of Florida, 1979. Adviser: Jayne C. Harder, Dept. of Linguistics.

The principles upon which the language laboratory operates and the psycholinguistic principles of reading are discussed with a view to discovering efficient types of taped exercises that will help to improve the reading comprehension of students of English as a foreign language. Several examples of exercises to improve reading comprehension are presented. Whereas most current taped reading materials are actually reading-aloud and grammar manipulation exercises, the materials presented here try to address the problem of reading for meaning.

75. Slivka, Helen. English literacy and the adult ESL student in the WEP/Title VI program. M.A., Hunter College, CUNY, 1979. Adviser: Nancy Frankfort, Dept. of Curriculum and Teaching, TESL Program. Writer's current address: 5838 Tyndall Ave., Bronx, NY 10471.

This thesis examines the factors that influence the teaching of English reading to adult ESL students in a federally funded literacy program. Some of these factors are age, sex, level of education in native language, class, and culture. The study discusses what reading skills need to be taught and offers suggestions for an English reading curriculum in the Health Services field. Sample lesson plans, with annotated texts, are offered on three levels of instruction: beginning, intermediate, and advanced.

76. Strauch, Ann E. Methods and materials for ESL literacy. M.A., UCLA, 1978. Adviser: Clifford Prator, TESL Program, Dept. of English.

This thesis addresses the need for methods and materials specifically intended for ESL literacy instruction. The author discusses (1) approaches and methods commonly employed in reading and writing instruction, with reference to the specific instructional needs of ESL adolescents and adults, (2) widespread literacy programs associated primarily with languages other than English, and (3) literacy programs designed for ESL and native English speakers. Teacher-designed materials are included, as well as those used in larger literacy programs, and several examples of the materials described are listed in an appendix.

SEE ALSO: 36, 108

SECOND DIALECT

77. Jackson, Edward. An alternative mode of English verbalization for nonstandard speakers of English. M.A., Hunter College, CUNY, 1979. Adviser: Nancy Frankfort, Dept. of Curriculum and Teaching, TESL Program. Writer's current address: 3524 Hull Ave., Bronx, NY 10467.

78. Rule, Alison. Black English and bilingual-bicultural education. M.A., Univ. of Texas at Austin, 1978. Adviser: Ian Hancock, Foreign Language Education Center. Writer's current address: 6300 Falsworth, Beaumont, TX 77707.

Black English is a distinct language system with its own history, phonological and grammatical rules, and literature. The educational response to Black English and its speakers has been unsatisfactory. Bilingual-bicultural education provides an educational alternative for Black English speakers.

SECOND LANGUAGE ACQUISITION

79. Acton, William R. Perception of lexical connotation: professed attitude and socio-cultural distance in second language learning. Ph.D., The Univ. of Michigan, 1979. Adviser: Kenneth C. Hill, Dept. of Linguistics. Writer's current address: Language and Culture Center, Dept. of English, Univ. of Houston, TX 77004.

80. Agnello, Francesca. Exploring the pidginization process. M.A., UCLA, 1977. Adviser: John H. Schumann, TESL Program, Dept. of English.

The purpose of this thesis is to further research John Schumann's pidginization hypothesis (1975). Specifically, it examines the speech of three adult second language learners whose native languages are neither English nor Spanish and who appear to meet the social and psychological criteria established by Schumann. An attempt is made to ascertain whether their L_2 development has fossilized at the hypothesized pidginized stage, and if so, whether pidgin form is syntactically similar across the three different languages and subjects

involved. The following syntactical structures are analyzed: negation, Wh- questions (inversion) and morphology (possessive, regular past tense, irregular past tense, regular plural, progressive, be auxiliary, copula, and third person singular. Where the subject uses the structure incorrectly, the errors are described. The major findings are that between the subjects there was a varying proficiency in applying correct negation, a consistent lack of inversion in simple Wh- questions, and a lack of consistency in morphological development. Five possible causes for the findings are discussed.

81. Barbosa, Ann C. Acquisition of English as a second language in a four-year-old Portuguese-speaking boy. M.A., Univ. of Minnesota, 1979. Adviser: Patricia Broen, Dept. of Communication Disorders. Writer's current address: 8700 Yardley Dr., Alexandria, VA 22308.

Samples of the subject's English speech, collected over a five-month period, and some formal language tests were examined to determine the strategies used to learn English and the effect knowledge of Portuguese had on the production of English. Samples of his Portuguese speech were also examined to determine the effect that learning English had on his already established Portuguese.

This child progressed rapidly through the first stages of language acquisition, following many of the patterns observed in children learning English as a first language. However, his knowledge of Portuguese caused interference in the formation of English sentences.

82. Bruzzese, Giannina M. The effect of formal instruction on the pidginized speech of one second language learner. M.A., UCLA, 1978. Adviser: John H. Schumann, TESL Program, Dept. of English.

The subject of this study had been in the United States 40 years before she began ESL classes in the fall of 1976. Her speech was examined prior to instruction, and it was found that she had a very low level of development in English. Her oral production was then taped for the last five months of the school year and then again in October, November, and March of her second year of instruction. The following areas of her speech were analyzed in both studies: interrogatives, negatives, copula, third person s, progressive aux, progressive -ing, past tense, possessive 's, and noun plural.

Although there was evidence of some minimal learning, her pre-instruction speech was strikingly similar to her speech after instruction. Age, social distance, and motivation are discussed as possible reasons for this result.

83. Cepeda, Gladys. Error analysis: Spanish-speaking students learning English as a second language in Chile. M.A., Univ. of Pittsburgh, 1978. Adviser: Thomas Scovel, Dept. of General Linguistics. Writer's current address: 5623 Forbes Ave., Pittsburgh, PA 15217.

84. Chen, Margaret R. The L_1 acquisition of English negative Wh-questions: a case study. M.A., Hunter College, CUNY, 1979. Adviser: Nancy Frankfort, Dept. of Curriculum and Teaching, TESL Program. Writer's current address: 435 E. 70th St., Apt. 10D, New York, NY 10021.

This paper investigates the development of negative Wh- questions in a four-year-old subject acquiring English as her first language. The author collected spontaneous speech samples over a period of six months, in addition to using several experimental elicitation devices. During the course of the study, the subject began to invert subject and auxiliary, and by the end of the study she was inverting correctly in 38 percent of obligatory contexts. Possible relations between L_1 and L_2 acquisition processes and developmental sequences are discussed, and the most recent trends in L_2 acquisition research are summarized.

85. Enquist, Mia. The morpheme acquisition of an adult Spanish speaker learning English as a second language. Ph.D., Univ. of Texas at Austin, 1979. Adviser: Anna Chamot, Foreign Language Education Center. Writer's current address: 1213 Feller Dr., Seguin, TX 78155.

This longitudinal study of a 56-year-old woman fluent in Spanish describes the acquisition of her English over the period of one year. The areas of concentration in this study are on grammar, morphology, and syntax, with an emphasis on morpheme acquisition that was inspired by Roger Brown's (1973) invariant acquisition order of 14 grammatical morphemes related to the cognitive and social development of the child in his first language acquisition of English.

The uniqueness of this study lies in the age of the learner and in the fact of her untutored acquisition of English (that which she "picked up") over a period of four years in this country. Her first taping reflects a telegraphic speech and fossilized errors, which show dramatic improvement throughout the observation as a result of formal learning in a junior college classroom. The results indicate that fossilization can be corrected, that the acquired order of morphemes is dissimilar to that of Brown's, that an adult does not "pick up" a language well, and that older adults can learn a second language if they have access to instruction in their second language environment.

86. Friedenberg, Joan E. The acquisition of Spanish: an examination of learner errors and strategies. Ph.D., Univ. of Illinois at Urbana-Champaign, 1979. Adviser: Erica McClure, Dept. of Educational Psychology, Division of Sociocultural Perspectives, Bilingual-Multicultural Program. Writer's current address: 602 East Stoughton, Apt. 35, Champaign, IL 61820.

This study examined the role of native language, age, and learning situation in the types of strategies learners use to learn Spanish. Of secondary importance was an investigation of the language-learning strategies employed by bilingual and monolingual children learning Spanish.

The role of native language was examined by comparing the errors and language-learning strategies of first and second language learners. The role of age was investigated by comparing child and adult second language learners, and the role of learning situation was examined by comparing learners who had received formal classroom instruction and learners who had "picked up" the language by living in the second language environment.

The findings revealed that it is extremely difficult to determine whether native language is a source of error for second language

learners, since many apparent interference errors were also produced by first language learners. While age was not found to be a major influence on learners' errors and strategies, learning situation was. That is, many of the errors produced by classroom learners were traceable to the methods and materials presented in their classes. Finally, the results indicated that bilingual and monolingual learners of Spanish generally made the same types of errors and employ the same types of learning strategies.

87. Gerbault, Jeannine. The acquisition of English by a five-year-old French speaker. M.A., UCLA, 1978. Adviser: John H. Schumann, TESL Program, Dept. of English.

The subject of this study had no previous exposure to English and received no formal instruction in English syntax during the study, learning the language through natural exposure to the English-speaking environment. Spontaneous speech data were collected over a period of 11 months.

An analysis was made of the acquisition of the interrogative and negative structures, and of the following grammatical morphemes: copula, progressive -ing, auxiliary be, regular and irregular past, did auxiliary, third person singular, does auxiliary, plural -s, and possessive 's. The results were compared with results from other L_2 child learners and with those from L_1 learners.

The analysis of the data revealed that (1) there was a gradual progression toward inversion in Wh- questions; (2) in negation, a no Nucleus stage appeared as in the acquisition of English as a first language, but there was no no V stage such as that found in the English of many second language learners, especially Spanish speakers; (3) in morphology, the order of acquisition correlated with that found for most other second language learners, and the deviations from that order could be explained by L_1 interference.

88. Jaffe, Barbara A. Strategies of communication: Spanish immersion program. M.A., UCLA, 1978. Adviser: J. Donald Bowen, TESL Program, Dept. of English.

The present study provides an analysis of various communication strategies utilized by two Spanish immersion program students in unrehearsed conversations with a native speaker.

This thesis includes a review of the literature on communicative competence and a discussion of the recent work done on strategies of communication. Seventeen strategies are identified and described from the literature. Of these, nine are used by each of the two students in their conversations with the native Spanish speaker. A detailed analysis of the conversations shows the types of strategies used and the frequency with which they are utilized. The final chapter discusses the implications of this study for the field of TESL.

89. Johnson, Clifford. The acquisition of German by two English-speaking children: a longitudinal study. M.A., Univ. of Pittsburgh, 1978. Advisers: Thomas Scovel and Sarah Thomason, Dept. of General Linguistics. Writer's current address: Philosophenweg 18, D-3500 Kassel, West Germany.

Two American sisters, 9 and 13 years old and living in Germany, were observed over a seven-month period. Each had first acquired

German two years earlier, but had subsequently returned to the U.S. At the beginning of the period, the older child had a clear advantage in morphology/syntax, pronunciation, and vocabulary. At the end, the younger child had overtaken her sister in pronunciation only, remaining behind in morphology/syntax and vocabulary. Tape-recorded discourses were also analyzed for errors, and an informal language diary was kept. The error analysis showed the older girl making more errors, but also performing at a more advanced level. The diary showed the older child having integrative motivation toward acquiring German. The study on the whole supports the view that an older child has an advantage in second language acquisition.

90. Maldonado, Maria P. The acquisition of some morphologic and syntactic structures by a Spanish-speaking girl learning English as a second language. M.A., Univ. of Texas at Austin, 1979. Adviser: Anna Chamot, Foreign Language Education Center. Writer's current address: 2408 Longview, Apt. 204, Austin, TX 78705.

91. Peck, Sabrina. Play in child second language acquisition. M.A., UCLA, 1977. Adviser: Evelyn R. Hatch, TESL Program, Dept. of English.

The purpose of this study was to describe discourse between a child acquirer of English and one or two child native speakers, in order to see how discourse during play might have characteristic features that could uniquely shape the process of child second language acquisition.

It was concluded that (1) In language during non-play, the child's communicative comptence is severely tested, and the number of complex sentences is evidence of this. (2) In play situations, the intense affective environment that is created by the child acquirer and native speaker may contribute positively to language acquisition. In addition, some play situations constitute a kind of predictable and highly contextualized language in which the child has many opportunities to produce and hear the same or near-same utterances. (3) Language play offers the same favorable conditions for language learning, but, in addition, the child pays close attention to form and is not obligated to use language to express any meaning.

92. Tahririran, Mohammad Hassan. Study of the acquisition problems of different aspects of English by learners who acquire the language in a non-English-speaking environment. Ph.D., Indiana Univ. (Bloomington), 1978. Adviser: Harry L. Gradman, Dept. of English Education. Writer's current address: Dept. of Foreign Languages, Pahlavi Univ., Shiraz, Iran.

93. Walters, Joel. Variation of language use in the language acquisition of bilingual children. Ed.D., Boston Univ., 1978. Advisers: Bruce Fraser and Maria Brisk, Dept. of Psycholinguistics/ Bilingual Education. Writer's current address: 140 B Education, Univ. of Illinois.

The research reports on the results of a role-playing task in which 32 Puerto Rican children made requests to puppets of varying ages, sexes, and races in a variety of hypothetical situations.

Children performed this task in both Spanish and English. The findings indicate that children have one basic system of politeness that spans both languages. Other findings indicate that the ability to vary the form and politeness of requests has no correlation with standardized language measures (e.g., the Peabody Picture Vocabulary Test).

94. Weissman, Julie F. Strategies of communication in the Culver City Spanish Immersion Program. M.A., UCLA, 1978. John H. Schumann, TESL Program, Dept. of English.

The purposes of this study were (1) to identify from previous research the strategies of communication that second language learners use in their attempts to communicate in a second language, and (2) to describe the strategies of communication two Spanish Immersion Program children employed in their conversations with a native speaker of Spanish. The subjects were one fifth- and one sixth-grader who have been enrolled in the program since kindergarten.

Of the strategies of communication identified in the literature, the following were observed in the children's conversation with the native Spanish speaker: (1) verbal strategies: transfer, paraphrase, circumlocution, approximation, word coinage, and appeal for assistance; (2) vocal strategies: fillers, pauses, laughing, stress, and sound effects; (3) nonverbal strategies: nodding, shaking the head, gestures, smiles, mime, and facial expressions. Four other strategies not found in the literature, but observed in the children's conversations, were approximation of what a native speaker would say, phonological approximation, analogy, and verbal fillers.

95. Winskowski, Christine. Acquisition of the academic register as a second language: an investigation of classroom skills. M.A., Univ. of Hawaii, 1978. Adviser: Richard W. Schmidt, ESL Program.

This is a case study made of the class notes of a university graduate student. Its purpose is to explore techniques for documenting student skills acquired as part of the academic register of talk (Jakobovits and Gordon, 1976-77). The academic register refers to the discourse practices characteristic of the academic setting. The class notes were analyzed for types, and a selection of note types made to observe the classroom skills that could be inferred of the notetaker. The skills include (1) recognizing the professor's definition of the field, (2) recognizing the course requirements, (3) recognizing the paradigm, (4) recognizing the professor's perspective on the subject matter, (5) recognizing the professor's portrayal of the professional role, and (6) taking notes. Implications for ESL and suggestions for further research are given.

SEE ALSO: 10, 59, 124

SOCIOLINGUISTICS

96. Freed, Barbara F. Foreigner talk: a study of speech adjustments made by native speakers of English in conversation with non-

native speakers. Ph.D., Univ. of Pennsylvania, 1978. Advisers: Lila Gleitman, Dell Hymes, Henry Gleitman, Special Program in Linguistics in Education. Writer's current address: Univ. of Pennsylvania, Dept. of Romance Languages, 521 Williams Hall, Philadelphia, PA 19104.

This dissertation investigates the language used by native speakers (NS) of English in conversation with native speakers of several other languages. It provides a descriptive taxonomy (syntactic and functional) of the Foreigner Talk register and suggests which perceived listener attributes are responsible for the types of NS adjustments made in Foreigner Talk. The language of 11 NSs of English in conversation with 11 Non-NSs was compared to the language of these same 11 NSs in conversation with another NS of English. The results of these comparisons were then compared to those of a similar study of the language of mothers to their young children. The Baby Talk, Foreigner Talk, and Native Talk speech samples were then compared on measures of syntactic complexity and functional meaning in context. The findings suggest that speech modifications are made in response to a complex set of factors including listener status, cognitive ability, and conversational meaning in context.

97. Graham, Arthur S. English in language policy in India. M.A., UCLA, 1978. Adviser: Clifford H. Prator, TESL Program, Dept. of English.

Three spheres or aspects of the Indian language dilemma dominate the analysis: (1) the response of modern language policy to the rise and fulfillment of demands for linguistic states; (2) the selection of an appropriate Indian language for use in national administrative functions; and (3) the justification, if any, for eventual elimination of English from governmental and educational use in India.

English occupies a conspicuous place in the complex language situation of multilingual and socially stratified India. The very presence of the colonial language adds force to the language controversy. English has been both favored and opposed as a possible official language.

Research of linguists and anthropologists has indicated that solutions to the problems will inevitably involve multilingualism. The demands of the society at large seem to reinforce this conclusion. Indigenous languages will be used regionally in education and government. A social link language is emerging with the spread of Hindi. And the vital administrative, academic, and international link language will most likely continue to be English.

98. Huerta, Anna. Code-switching among Spanish-English bilinguals: a sociolinguistic perspective. Ph.D., Univ. of Texas at Austin, 1978. Adviser: Ben Blount, Foreign Language Education Center. Writer's current address: 115 Paden St., El Paso, TX 79905.

The subjects of this investigation are two bilingual Chicano families living in El Paso, Texas. Conversations held among the members of each family in their respective homes were recorded, transcribed, and analyzed in order to determine if any patterns with regard to code switching occurred in their speech.

The framework which was set up for this study included an analysis of factors such as the language and grammatical composition of the

code switch as well as the social speech function that it served (if any), and a description of any characteristic that identified the switch. A contextual analysis of this type of bilingual discourse was also made by analyzing factors such as speaker-listener dyads, topic, and cross-language reference with respect to the code switching that occurred in the data.

99. Lladó-Berrícs, Nitza. English as a second language in Puerto Rico: a language attitude study and its pedagogical implications. Ph.D., Univ. of Florida, 1978. Adviser: Norman N. Markel, Dept. of Linguistics. Writer's current address: Venus 44, Atlantic View, Isla Verde, PR 00913.

An adaptation of the matched guise technique was employed to determine preference among Puerto Rican students for speakers of Spanish, Spanish-accented English, near-native English, and native English. Results indicated that although Spanish is always rated most positively, ratings for English vary according to school level. A language attitude questionnaire was designed to explore the attitude of students concerning teaching methods, materials, the importance of learning English, frequency of usage of English, etc. Results showed both rural and urban students felt that the advantages of learning English justify the time and effort it involves. Also, attitudes toward methods of teaching, materials, teachers, etc., and student views on the political status of Puerto Rico do not directly affect positive attitudes toward English.

100. Olshtain, Elite. A theoretical model for developing the teaching of a language of wider communication (LWC) on a national scale. Ph.D., UCLA, 1979. Adviser: Clifford H. Prator, Applied Linguistics.

The practical application of the theoretical framework developed in this study is to provide sociolinguists, educational planners, language researchers and language policy-makers with a useful tool to guide them in the quest for the "best" national language-teaching program. The model is based on a contingency approach that allows for introduction of additional factors and for a redefinition of various interrelations within each phase, thus enabling an adjustment to specific situations and at the same time maintaining the features of constancy that are the model's three major dimensions.

The model as presented here is described and validated for the situation in which English is the international LWC. It can, however, be adjusted to various other situations: a bilingual situation, an LWC that is not English, or a foreign language that is not an LWC. The theoretical nature of the model allows for a variety of applications and adjustments to practical situations.

101. Patterson, Jean S. The influence of English on the Spanish syntax of El Paso-Juarez. M.A., Univ. of Texas at El Paso, 1979. Adviser: Diana S. Natalicio, Dept. of Linguistics. Writer's current address: 6229 Cherbourg Ave., El Paso, TX 79925.

The Spanish syntax of the 36 English-Spanish bilingual students at the University of Texas at El Paso was examined to determine the variety and extent of English influence on Spanish syntax and to

correlate the relative extent of this influence with selected extra-linguistic factors. The most significant finding was that the group of students having the highest rate of English-influenced Spanish syntax indicated that they spoke predominantly English with their peers; in contrast, the group of students revealing the lowest average of English-influenced Spanish syntax indicated that they spoke mostly Spanish with their peers.

102. Shaw, Willard D. Why students study English: a trinational study of student attitudes towards English in Singapore, India, and Thailand. M.A., Univ. of Hawaii, 1978. Adviser: Richard Schmidt, Dept. of ESL. Writer's current address: 1823 Swetland St., Scranton, PA 18504.

This thesis is based on data gathered in Asia by the author on the English language backgrounds, attitudes, and motivations of students there. The respondents were 825 final-year bachelor degree students in the fields of English, engineering, and business/commerce from 12 universities and colleges in Singapore, Republic of Singapore; Hyderabad, India; and Bangkok, Thailand. The instrument used was a closed format questionnaire done in English for Singapore and India and in Thai for Thailand.

The collected data dealt with five major areas: (1) the English language backgrounds of the students; (2) the frequency of their present use of English with selected groups of people and the expected frequency of use once they have left college; (3) the reasons why they studied English; (4) the types of English language skills that they wish to develop; (5) their attitudes concerning the English language, target varieties, the division of class time among the four language skills, and the future of English as a world language. The analysis is in terms of differences between countries, not between academic groups.

103. Smith, Suzanne D. Knowledge of register and formal, literary dialect as exhibited by ESL elementary-school students. M.A., Hunter College, CUNY, 1978. Adviser: Nancy Frankfort, Dept. of Curriculum and Teaching, TESL Program. Writer's current address: 45-08 45th St., Long Island City, NY 11104.

104. Vitale, Virginia. Sociolinguistic competence of the five-year-old. M.A., Univ. of Ottawa, 1978. Dept. of Linguistics.

SEE ALSO: 3, 4, 11, 79, 80

TESTING

105. Brown, James D. Correlational study of four methods for scoring cloze tests. M.A., UCLA, 1978. Adviser: J. Donald Bowen, TESL Program, Dept. of English.

This study investigated the differences in reliability, validity, item analysis and usability among the exact-answer (EX), acceptable-answer (AC), clozentropy (CLZNT) and multiple-choice (MC) methods of scoring cloze tests.

All the subjects in the experimert were English as a second language students who were taking the UCLA ESL Placement Examination during the Winter 1978 administration. The subjects were randomly assigned one of two cloze test formats: an open-ended format for the EX, AC and CLZNT scoring, or multiple-choice format.

In the open-ended cloze format, every seventh word was deleted for a total of 50 items. One sentence was left intact at both the beginning and end of the test to provide context. The multiple-choice format differed only in that it offered the subjects a choice of four possible responses for each blank.

The results indicate that the best overall scoring method is the AC method. It had the highest validity and reliability, as well as optimal item facility and discrimination.

106. Farhady, Hossein. The differential performance of foreign students on discrete-point and integrative tests. M.A., UCLA, 1978. Advisers: Frances B. Hinofotis and Earl J. Rand, TESL Program, Dept. of English.

This study investigates the performances of foreign students on the discrete-point and integrative subtests of the Fall 1977 UCLA English as a Second Language Placement Examination.

The results of this study suggest that (1) there should be a balance between the different subtests of the placement tests (discrete-point and integrative); (2) instead of using the total scores for placement purposes, the students may be more appropriately placed on the basis of their profile of abilities on different languages skills; (3) a criterion-referenced test should be developed. Such a test may help officials avoid possible inaccuracies (resulting from the type of test and the goals of the course) in placing students in different language courses.

107. Goetz, Romayne. Assessing the effectiveness of communication in English as a second language: an experimental study. M.A., Univ. of Pittsburgh, 1978. Advisers: Thomas J. Scovel and Edward M. Anthony, Dept. of General Linguistics. Writer's current address: 2816 Cathedral of Learning, Univ. of Pittsburgh, Pittsburgh, PA 15260.

This paper presents the design and results of an experiment done to assess the ability of second language learners (Arabic and Spanish speakers) to communicate in English orally and in writing. The hypotheses that Arabic speakers would communicate faster and use better grammar via the oral channel, while the Spanish speakers would communicate faster and with fewer grammar errors via the written mode, were not statistically verified, though certain trends were revealed. Arabic speakers outperformed Spanish speakers both on timed tasks (oral and written) and on the oral grammar task, while Spanish speakers outperformed Arabic speakers on the written grammar task.

108. Ketuchart, Saisawath. An analysis of Thai teacher college freshmen's cloze responses in EFL reading. Ph.D., Univ. of Texas at Austin, 1973. Adviser: John Bordie, Foreign Language Education Center. Writer's current address: 545 Ratchadamneun, Nakorn Srithamarat, Thailand.

This research assumed that the analysis of the learner's errors revealed by cloze tests can yield information which is of value to the learner, the researcher, and the teacher, both for diagnostic purposes and as a means of determining the language-learning strategies of the second language learner. The cloze test was used for profitable analysis as a device to obtain data from Thai students learning English as a foreign language.

109. Klingensmith, Margaret. Vocabulary testing. M.A., Univ. of Pittsburgh, 1978. Adviser: Edward M. Anthony, Dept. of General Linguistics. Writer's current address: Univ. of the Pacific, Elbert Covell College, Stockton, CA 95211.

110. Maluf, Sheila. The use of native language cues: evaluating foreign language listening skills of low proficiency students. M.A., Brigham Young Univ., 1979. Adviser: Harold S. Madsen, TESL Program, Linguistics Dept. Writer's current address: 334 West 200 North #107, Provo, UT 84601.

This study presents the use of native language distractors as a possible solution for the problem of evaluating the listening skills of low proficiency students, and also examines the effect that native language cues have on the students. The experiments involved native Portuguese speakers learning English and native English speakers learning Portuguese. Each subject was administered two versions of the Alternative Modality Listening Exam, one with foreign language distractors and one with native language distractors. A questionnaire was used to determine test affect. This study revealed significant differences: the high group of native Portuguese speakers performed better on the test with foreign language distractors, and the low group of native English speakers performed better on the test with native language distractors.

111. Pike, Meredith A. An investigation of the interviewer's role in oral proficiency testing. M.A., UCLA, 1979. Adviser: Frances B. Hinofotis, TESL Program, Dept. of English.

The behaviors of one interviewer were described and analyzed in a series of interviews with ten foreign graduate students at UCLA. The behaviors were analyzed on the basis of form and function, and these analyses contributed to a preliminary definition of interviewer consistency.

A limited degree of interviewer consistency was reported when the behaviors were analyzed according to feedback functions. The interviewer generally asked the more advanced students a greater number of questions of increased difficulty than the less advanced students.

It was found that an adequate definition of interviewer consistency must include a description of the interviewer's ability to progress through similar interview stages, to adjust the interview according to the language proficiency of the subject, and to exhibit approximately the same number of forms and functions of behavior within proficiency levels. The crucial role played by the interviewer in oral proficiency testing is underscored.

112. Stevenson, Diana. The experimental evaluation of test affect. M.A., Brigham Young Univ., 1979. Adviser: Harold S. Madsen,

TESL Program, Linguistics Dept. Writer's current address: Utah English College, 6f. 25 Sankyo Building, Higashi-Ikebukuro, Toshima-Ku, Tokyo 170, Japan.

In this experiment, the affect of nine different test types on ESL students was examined through a questionnaire in which students reacted to the following variables: how they rated each test in general, the perceived difficulty, how well they thought they did, and how they felt when taking the test. Significant differences were found among the students' reactions to the various test types as well as in their reactions to specific tests. The low performance group differed significantly from the high group in their perceptions of the tests.

VOCABULARY, USAGE

113. de Miller, Ines K. Common difficulty areas for English as a second language students learning selected prepositional meanings. M.A., UCLA, 1979. Adviser: J. Donald Bowen, TESL Program, Dept. of English.

A multiple-choice test and a cloze test, constructed upon 12 prepositional meanings, were administered to 230 students from ten different language groups taking the ESL Placement Examination, UCLA. The ten language groups performed similarly on the multiple-choice test, while they differed significantly in performance on the cloze test.

The ten language groups performed similarly on the following prepositional meanings: of, to (direction), in (position), in (time), on (time, establishing date), and at (stationary position, orientation in space), while they did not perform similarly on prepositional meanings of to (indirect object), in (metaphorical applications), for (destination, recipient), for (intention, purpose), with (instrument), and on (contact).

An error analysis of the cloze test responses showed that in and at were the most frequent incorrect choices for the six prepositional meanings on which the ten language groups performed similarly.

114. Goldhor, Barbara A. Teaching English vocabulary from Latin roots in the ESL classroom. M.A.T., School for International Training, 1978. Adviser: Ruthanne Brown, M.A.T. Program. Writer's current address: Apt. #10, 1109 Boylston St., Boston, MA 02215.

Material was developed for classroom use with an advanced (400+ TOEFL) ESL class. The material is based on five Latin roots, 19 prefixes, and several suffixes, resulting in 77 derivatives. The primary goal of this project is not to teach these specific 77 vocabulary items but to provide students, through their work with these 77 words, vocabulary acquisition and discernment skills.

The order of the exercises is based on the concept of moving from the known to the unknown. The definition exercise asks students to compose a short definition based on their knowledge of Latin roots and affixes in combination with context clues given in the sentences. The crossword puzzle works in the reverse: students are given a short

definition and are asked to supply the appropriate word. The card game focuses on the morphological aspects of the words: the combining of roots and affixes. The morphological chart goes a step further than the card game by asking students to construct different parts of speech of a given word. The completion exercise combines all the aspects of the former exercises, requiring students to fill in a blank using the correct word (correct part of speech, etc.) as determined by the context of the sentence within the story.

115. Lotte, Charles W. The English used in lectures to students of engineering. M.A., UCLA, 1978. Adviser: Clifford H. Prator, TESL Program, Dept. of English.

The results of this study indicate that engineering lectures are probably easier to process linguistically than lectures from other fields. First, they are usually heavily supported by blackboard presentation. Second, the quantity of linguisic material tends to be less. Third, the variety of patterns is relatively restricted. Almost 75 percent of the verbs recorded were in the simple present tense, and of these about half consisted of the copula. The simple past occurred only 10 times per 15-minute science/engineering lecture segment, compared to 39 times in social science lectures. Modal auxiliary occurrences and nonfinite verb forms in the science/engineering lectures exhibited the same relative restrictedness of variety.

SEE ALSO: 29, 38, 79, 109

WRITING

116. Angioletti, Paul J. Teaching ESL writing to Chinese students. M.A., Hunter College, CUNY, 1979. Adviser: Nancy Frankfort, Dept. of Curriculum and Teaching, TESL Program.

A knowledge of the differences between the Chinese and English languages will assist the ESL writing instructor who teaches native speakers of Chinese. This paper presents some of these differences in the areas of writing mechanics, writing style, and culture. Problems that Chinese students will encounter with the mechanics of the English writing system include left-to-right orientation, punctuation, capitalization, words that undergo derivational processes, lack of one-to-one sound-symbol correspondence, irregularity of word length, and the divergence between printed and cursive writing. Problems for Chinese students in the area of English writing style will include a different word order and different notions of sentence structure. Development of linear thought patterns may not be as great a problem for Chinese learners as has previously been assumed, since there are types of writing in Chinese that employ these patterns. Problems in the area of cultural differences include a tendency by Chinese students to remain extremely quiet in the classroom, difficulty in dealing with the freedom that characterizes American classroom situations, and a greater reliance on group efforts than is exhibited by American students. This paper offers specific suggestions for teaching that deal with all the above-mentioned problems.

117. Bauer, Walter J. A guide to teaching writing and composition skills to students of ESL. M.A., Hunter College, CUNY, 1979. Adviser: Nancy Frankfort, Dept. of Curriculum and Teaching, TESL Program. Writer's current address: 415 East 64th St., New York, NY 10021.

118. Gross, John C. Discourse analysis, unity, and ESL composition. M.A., Univ. of Florida, 1978. Adviser: Jayne C. Harder, Dept. of Linguistics. Writer's current address: American Language Institute, Univ. of Toledo, 2801 West Bancroft St., Toledo, OH 43606.

Based on the results of a survey given to native English-speaking freshmen and students of English as a foreign language, this thesis attempts to show that unity in expository prose is a culturally based concept. It includes a summary of the literature as found in rhetoric books written for native English speakers and composition textbooks written for non-native English students. A new method of teaching paragraph unity, based on the linguistic theory of discourse analysis, is suggested. Sample exercises are provided in an appendix.

119. Holdich, Diane L. The development of a self-instructional handbook to teach punctuation to ESL students. M.A., UCLA, 1978. Adviser: Marianne Celce-Murcia, TESL Program, Dept. of English.

This study examines the procedures that were undertaken in the process of writing and testing a programmed instructional sequence designed to teach punctuation to ESL learners. The procedures included the development of a punctuation pretest, a self-instructional handbook, mastery quizzes, a posttest, and an affective questionnaire.

The results of the experiment demonstrated that ESL learners can learn as effectively from programmed instructional materials as they can from traditional teaching methods.

120. Johns, Ann M. A comparison of cohesive elements in American business and non-native speaker written discourse. Ph.D., Univ. of Southern California, 1979. Advisers: Robert Kaplan and Leslie Wilbur, Dept. of Education. Writer's current address: 4626 56th St., San Diego, CA 92115.

The purpose of this study was twofold: to compare the incidence and distribution of cohesive elements in two American written business modes (letters and annual reports) with each other and with the written discourse of five selected non-native speaker groups (speakers of Japanese, other Oriental languages, Romance languages, Farsi, and Arabic), and to analyze cohesive element error in the written discourse of the selected groups.

Results indicated that there are distinct differences between the two American business modes, especially in the lexical cohesions and reference categories. It was found that there was as much variation in element incidence and distribution between the two American business modes as there was between each of these and each of the non-native speaker groups. In the error study, it was found that certain types of deviations were common to one or two non-native speaker groups, but that some errors were found in the writing of most of the groups studied. Although non-native speakers made extensive use of

elements from the lexical cohesions and reference categories, error was most often found in conjunction and reference.

The results of this study indicated that the mode of disclosure employed (e.g., report) was more important in determining incidence and distribution of cohesive elements than was the first language of the writer. Error data indicated that frequency of element use was not consistent with error occurrence. Due to the results indicated in this study, it was concluded that in ESL curriculum and instruction, presentations that closely ally cohesive elements to mode of discourse and, in some cases, to the first language of the learner, might be most beneficial.

121. Samuda, Nereida. Teaching college composition to students of English as a second or foreign language. M.A., Univ. of Texas at Austin, 1978. Adviser: John Bordie, Foreign Language Education Center. Writer's current address: 4904 Valley Oak Dr., Austin, TX 78731.

122. Traurig, Valerie. A study in second language composition: an emphasis on quantity. M.A., Univ. of Pittsburgh, 1978. Adviser: Mary N. Bruder, Dept. of General Linguistics. Writer's current address: 245 Melwood, #204, Pittsburgh, PA 15213.

123. van Schaik, Jennifer D. A comparison of ESL and English compsition textbooks at the university level. M.A., UCLA, 1978. Adviser: John F. Povey, TESL Program, Dept. of English.

This thesis reports the results of a study that compared ESL composition textbooks with freshman composition textbooks in use on campuses throughout the U.S. Freshman texts were chosen because they can provide a guide to those writing skills necessary for acceptable college writing.

The results of this research reaffirmed the importance of textbooks in the teaching of composition. Texts were used in virtually all the 66 courses in the study, and in over half these courses, the contents of the textbook closely reflected the goals of the course. The contents of ESL texts were shown to be different from English texts in the amount and type of composition instruction offered, yet ESL and English instructors reported that they worked toward the same writing goals. Because there seems to be a discrepancy between expressed ESL composition goals and actual practice, both ESL courses and textbooks should be re-evaluated by ESL professionals to determine whether ESL students are receiving the composition instruction necessary for survival in American universities. The final chapter of the thesis suggests ways in which ESL composition textbooks could better meet the writing needs of university ESL students.

124. Vann, Roberta J. A study of the relationship between the oral and written English of adult Arabic speakers learning English as a foreign language. Ph.D., Indiana Univ. (Bloomington), 1978. Adviser: Harry L. Gradman, Dept. of English Education. Writer's current address: English Dept., Ross Hall, Iowa State Univ., Ames, IA 50011.

125. Windsor, Aloha T. The personal journal for ESL. M.A., Univ. of Hawaii, 1978. Adviser: Richard Day, Dept. of ESL. Writer's current address: 244 West Winter Park St., Orlando, FL 32804.

The affective development of the language learner has been largely ignored in ESL classrooms. This paper proposes the personal journal as one outlet that satisfies this expressive dimension while improving students' writing in the target language.

Sixteen ESL students from two intermediate writing classes at the University of Hawaii kept journals for ten weeks. Each week one structured assignment focusing on values clarification accompanied three free writing entries. Pre- and post-journal writing samples were compared for language development. The post-writing samples showed no significant development. But the convincing support for using the journal came from student attitudes evident from a final questionnaire. The students liked this aspect of writing, believing it to be important for learning English. In the scope of this assignment, they achieved a greater sense of fluency in the target language. Overall, the journal process integrated the psycholinguistic and sociolinguistic development of the ESL students.

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